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efforts. Though it must be said that it lacks the charm and fluency of expression that were characteristic of his somewhat similar volume of a few years ago—*Education and Life*. If one would know this man who has and is doing so much for the cause of American education, not only in his own state, but in the country at large, *American Problems* should not be neglected. If it lacks style, it is also without pedantry—a virtue not to be despised in this day of the making of many books.

EDWARD C. ELLIOTT

DEPARTMENT OF EDUCATION
University of Wisconsin

The Elements of Latin. By CLIFFORD H. MOORE and JOHN T. SCHLICHER.
New York: D. Appleton & Co., 1906. \$1.10.

This textbook, though having much in common with Moore's *First Latin Book*, is quite different from it, and is, in fact, an entirely new work. It contains a number of commendable features, and will probably prove itself a serviceable book. In general it follows a method which seems to meet with very general approval, as one well suited to pupils making their first acquaintance with Latin and Greek; that is, the paradigms are given to be learned outright, while the rules of syntax are deduced from specimen sentences.

The editors have shown considerable conservatism in retaining traditional views, which are now either under suspicion or are regarded by good authorities as wrong. For example: (a) the editors divide into syllables thus: *co-gno-sco*; (b) " . . . enclitics . . . always throw an accent upon the syllable before them, even if that syllable is short," §21; (c) " . . . a vowel is long before consonant *i*," §16; (d) "Notice that in Latin there is no article," §29 (a); (e) "*eu* pronounced as in *feud*," §8; (f) the vowels of *hic* (nom. sg.) and *hoc* (nom. and acc. sg.) are marked long; (g) "*Is 'that'* is in meaning like *ille*, but is less definite" (italicized by the reviewer), §151 (b); (h) the excellent distinction between "concessive," and "adversative" clauses is not adopted in §472.

It should also be noted that in the Latin sentences occurring in the book the vocatives with few exceptions occupy the initial position; e.g., §47, 5; 54, 8; 97, 6; 114, 6; 121, 3; 130, 3; 166, 1 and 9; 191, 2; 209, 10; 226, 9; 382, 7; exceptions: 318, 10; 382, 4; 392, 1; 438, 1; 517, 5.

While in general the authors are careful and even painstaking in the wording of their statements, the following appear for various reasons to be infelicitous: In §29 (b) "endings" is used in the same sense in which "terminations" is used in §34 (a); several vowels are unnecessarily marked with a breve on the same page on which the authors state that only long vowels are marked in their book, §13; "*Regina puellam amat, 'The queen,'* (in contrast with the king or anyone else) '*loves the girl*,'" §39, 1; "Narrabat and similar forms belong to the imperfect tense, which is equivalent to the English progressive past (*he was telling*), although we often translate by the English past definite (*he told*)," p. 18, note 3; "Notice that the perfect system of this verb [*sum*] is formed on a different stem from that of the present system," §109 (a); " . . . The ideal conditions" (so-called less vivid future) " . . . in English always have *should* and *would* in both condition and conclusion," §389 (a).

While no one would presume to recommend that Latin historical grammar

should be taught to beginners, yet most teachers will agree that phenomena of language should be so described to the students as not to misrepresent the changes that have taken place or instil erroneous ideas of the nature of language. For this reason the reviewer would scarcely approve the following:

P. 7, note 1. "The stem is the body of the word to which the endings are attached." ("Ending" is used on the same page in the sense of "termination.") "The last vowel of the stem, as we shall see, is sometimes changed when the ending is added."

§ 71 (a). "... *puer* keeps the *e* of the nominative throughout, while *ager* drops it."

§ 163 (b). "Notice also that when the last vowel of the stem is short, it is sometimes changed in the nominative singular: *milit-*, *miles*, etc."

§ 163 (a). "Stems ending in *t* drop their final consonant before *-s* of the nominative: (*milit-s*), *miles*."

But these shortcomings will scarcely prevent the book from finding friends and admirers in the schools.

C. L. MEADER

UNIVERSITY OF MICHIGAN

BOOKS RECEIVED

EDUCATION

Das Buch vom Kinde: Ein Sammelwerk für die wichtigen Fragen der Kindheit, Bände I und II. Herausgegeben von ADELE SCHREIBER, unter Mitarbeit zahlreicher hervorragender Fachleute. Leipzig und Berlin: B. G. Teubner, 1907. Pp. (Vol. I) xxv+231; (Vol. II) iv+216. Illustrated. M. 18.

Classroom Management: Its Principles and Technique. By WILLIAM CHANDLER BAGLEY. New York: The Macmillan Co., 1907. Pp. xvii+322. \$1.25.

The Training of the Human Plant. By LUTHER BURBANK. New York: The Century Co., 1907. Pp. 99. Frontispiece. \$0.60.

ENGLISH

The Major Dramas of Sheridan: The Rivals, The School for Scandal, The Critic. Edited, with Introduction and Notes, by GEO. HENRY NETTLETON. Boston: Ginn & Co., 1906. Pp. cxvii+331. Frontispiece. \$0.90.

The Merchant of Venice: The New Hudson Shakespeare. Introduction and Notes by HENRY N. HUDSON. Edited and revised by EBENEZER C. BLACK, with the co-operation of ANDREW J. GEORGE. Boston: Ginn & Co., 1906. Pp. xli+143. With chronological chart. \$0.50.

As You Like It: The New Hudson Shakespeare. Same as above. Pp. xxviii+152. With chronological chart. \$0.50.

Scott's Quentin Durward. Edited, with Introduction and Notes, by R. W. BRUERE. Boston: Ginn & Co., 1906. Pp. xxxi+504. \$0.50.

Goldsmith's *The Deserted Village*. Edited, with Introduction and Notes, by LOUISE POUND. Boston: Ginn & Co., 1907. Pp. xxviii+32. \$0.20.

The Short-Story: Its Principles and Structure. By EVELYN MAY ALBRIGHT. New York: The Macmillan Co., 1907. Pp. 260.